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ABSTRACT

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2-year cooperative office occupations education program. The guide consists of a course description; general course objectives; course content outlines for each semester of the 2 years of the program; and lists of recommended textbooks, curriculum guides, handbooks and booklets, and periodicals. Topics addressed in the four course content outlines include the following: (1) student responsibilities in cooperative education programs, youth organizations for youth in office occupations cooperative education programs, job procurement procedures, business behavior, health and safety, refreshing basic skills, and communication skills; (2) income tax, recordkeeping and math and clerical procudures; (3) human relations, communications, supervisory and management skills, and planning and organization skills; and (4) word processing. (MN)

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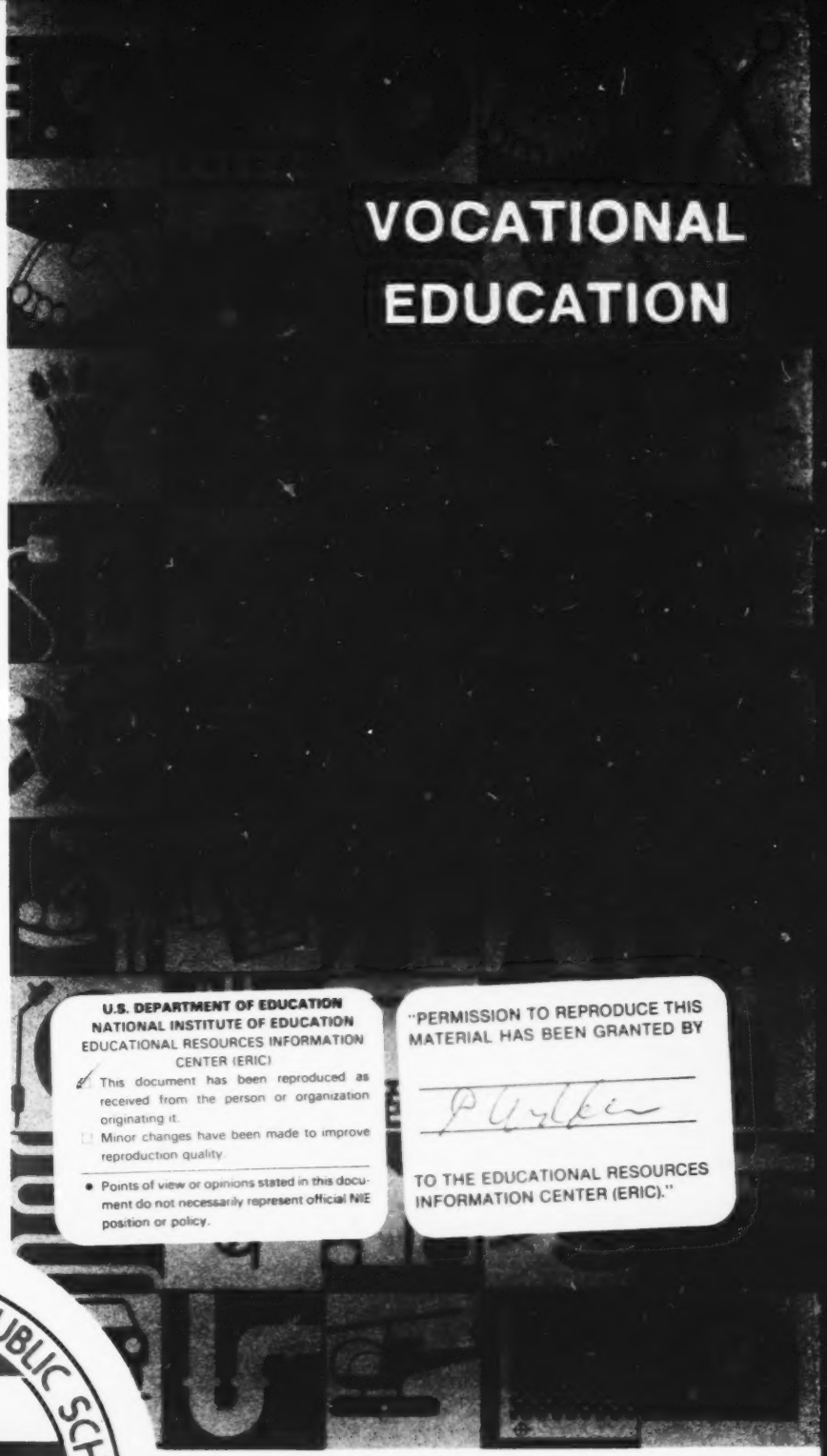
VOCATIONAL OFFICE EDUCATION CO-OP

SCOPE AND SEQUENCE



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Metropolitan Public Schools

Nashville Davidson County, Tennessee

Charles O. Frazier, Director

FOREWORD

This scope and sequence guide, developed for the Vocational Office Education Co-op program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It is a direct result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. An articulated vocational curriculum allows a student to move from one level of instruction to the next without repeating learning tasks already mastered, and without experiencing gaps in the presentation of relevant instructional material.

A goal of this curriculum effort is to provide teachers a usable guide based on input from the teachers. The initial step was an identification of course content, with all teachers having an opportunity to contribute. What follows is a publication using the teachers' contributions: a sequential listing of objectives and skills for each program offering.

This guide does not include all specific resource materials that may be used to assist students in acquiring minimum competencies. It is to serve as a guide for the sequence of course content and scope of what is to be taught. This guide content is extremely important and its use is encouraged. The suggested competencies and resource materials allow instructors an opportunity to be creative and resourceful in meeting the needs of individual programs and students.

ACKNOWLEDGEMENT

Recognition and appreciation are extended to the following who worked so diligently in the development of these materials:

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INTRODUCTION

This instructional guide for Vocational Office Education Co-op Programs I and II was prepared by the following VOE Co-op Coordinators under the guidance and direction of the Vocational Education Exemplary Project Staff, July, 1982: Charles Cocke, Ruth French, and Betty Gardner.

This instructional guide is prepared for use with VOE Co-op students in their first or second year of instruction. It is desirable that each student have a work station in the classroom which contains a typewriter, calculator, and word processing equipment available.

Coordinators may have to adapt this guide to meet their classroom needs, depending on the facilities and equipment in each program or school. The rotation method of instruction may be desirable if equipment dictates such a schedule.

Some areas of instruction may be taught for a longer period of time than suggested in this guide. However, it is recommended that all instructional topics be taught in order to provide consistency among programs.

COURSE DESCRIPTION

VOE Co-op is a school-business cooperative work experience designed to supplement and enrich the learning experiences of students interested in office careers. Students pursue either a secretarial, clerical, accounting/data processing, or business administration sequence. Course content will stress all areas of learning necessary to develop the required skills for success in an office position. Students are placed in an office where they can advance their skills and help an employer at the same time.

VOE Co-op involves advanced activities and experiences which develop a higher level of competency in office skills. Course content stresses advanced procedures in office and related areas. Ideally, students will be promoted or placed in positions of greater responsibility.

GENERAL COURSE OBJECTIVES

VOE Co-op I

1. To provide practical experience with duties and standards of office occupations within the school

2. To help students master office skills and understandings not taught or learned in other business courses

3. To integrate previously learned skills and understandings with newly acquired ones

4. To develop character traits important to job success: dependability, ability to follow directions, attendance and punctuality, remembering necessary details, etc.

5. To teach students to correctly analyze current job and career possibilities in order to make wise career choices

6. To teach students the importance of continuous study and growth as they mature on the job and as a citizen

7. To teach students the principles of record keeping

VOE Co-op II

1. To provide advanced activities and experiences in clerical and secretarial procedures

2. To teach activities and procedures involved in a supervisory position

3. To provide problems and situations relative to office management

4. To provide opportunities for decision-making processes as they relate to organizations and staffs

COURSE CONTENT FOR VOCATIONAL OFFICE EDUCATION CO-OP

(First Semester)

I. Orientation to VOE Co-op (8 days)

Specific objectives:

To identify the advantages of the cooperative program
To identify and complete required forms necessary for co-op students
To learn the responsibilities required of students and employers as they relate to the co-op program
To identify terms used in the program and to learn their meanings
To become familiar with evaluation techniques of the program, necessary work habits, labor laws, and expectations of classroom instructor and the employer

A. Understands program description

B. Understands coordinator's role in program

C. Knows employer's and training agency roles

D. Understands classroom instruction procedures

E. Becomes aware of employee-employer relations and expectations

F. Learns required forms to be completed

G. Understands high school credits and evaluations

1. Types of evaluation forms that may be used to evaluate work experience

2. How classroom work is to be evaluated and credits earned

H. Knows teacher-coordinator expectations

1. General guidelines for the co-op students

2. Code of ethics for co-op students

3. A statement of understanding by co-op students

H. Teacher-coordinator expectations continued:

4. Identification of program terms and their meanings

II. Diagnostic Tests

III. Youth Organizations (OEA/TOEC) for VOE Co-op (1 week)

Specific objectives:

To be able to apply parliamentary procedure theory to a meeting situation
To be able to name the characteristics of a good leader
To be able to demonstrate the qualities of good citizenship
To be able to work in and with an organized group

A. Understands parliamentary procedure

1. Define terms

2. Basic principles of parliamentary procedure

3. Demonstrate the ability to use parliamentary procedure

B. Learns leadership qualities

1. Characteristics of a good leader

2. Values of having leadership ability

3. The place OEA/TOEC has in developing leadership and citizenship

IV. Getting a Job (2 weeks)

Specific objectives:

To learn to prepare an acceptable application and data sheet
To use different sources of information when seeking a job
To promote "salesmanship" of self during interview
To write a follow-up letter
To evaluate a job offer

A. Develops a personal inventory

1. Personal characteristics

A. A Personal Inventory continued:

2. Educational characteristics

3. Experience

4. Goals

B. Seeks a job

1. School placement

2. Friends

3. Newspapers

4. Employment agencies

5. Former employers

C. Prepares letter of application and data sheet

1. Attractive, arouse interest, references, secure interview

2. Data sheet

D. Promotes selling yourself in interview

1. Interview preparation

2. Good first impression

3. Questions

4. Interview - close

E. Follows through—checks results of interview

F. Plans career

1. Occupational Outlook Handbook

2. Written reports

3. Oral reports

4. Speakers—career planning

F. Plans career continued:

5. Career lists

6. Career magazines - classroom

V. Business Behavior (2 weeks)

Specific objectives:

To analyze and improve personality traits and relationships with other people
To recognize the value of having self-respect--a good self-concept
To be able to achieve self-control
To show respect for others
To be able to identify the benefits of working for a business firm
To be able to find information on a company's customs and policies
To be aware of an employee's responsibilities to the firm for which one works

A. Understands human relations

1. Terms associated with human relations

2. Basic factors of success

3. Desirable characteristics of a good office worker

B. Becomes aware of business customs and policies

1. Basic facts about a particular organization or firm

2. Types of business ownership and organization

3. Major policies of the organization

VI. Health and Safety (2 days)

Specific objectives:

To be able to apply the elements of good health
To be able to establish a well-balanced health program
To be able to apply basic safety rules

A. Understands and appreciates importance of good health

1. Terms associated with health

A. Health continued:

2. Essentials of a balanced diet

3. Importance of daily exercise and correct amount of sleep

4. Employers concern about the health of their employees

B. Understands and appreciates importance of safety

1. General safety rules

2. Basic safety rules for office workers

3. Clean work station

VII. Refreshing Basic Skills (9 weeks)

Specific objectives:

To identify basic office education skills previously acquired prior to enrollment
To build basic skills necessary for success in the program
To identify and improve basic skills necessary for entry-level job performance

A. Practices speed and accuracy drills in typewriting

B. Practices handwriting drills relative to legibility

C. Practices vocabulary drills for office workers

D. Practices basic math drills relative to employment tests

E. Reviews office machine techniques and uses of machines

F. Identifies basic skills used in the office

1. Employment requirements listed in advertisements

2. Telephone interviews with office employees

3. Skills used by various co-op students working in the office

VIII. Communications Skills (2 weeks)

Specific objectives:

To distinguish responsibilities of speaker and listener to overcome obstacles in communication
To learn how to make introductions of people
To clarify written messages and policies by re-writing or editing materials
To learn the correct techniques of telephone usage
To review grammar skills which are essential for written and oral communications

A. Becomes aware of importance of oral communications

1. Oral instructions for understanding and communicating
2. Use of mannerisms and body language while speaking
3. Role playing--making introductions properly and interviewing
4. Proper telephone usage in an office

B. Becomes aware of importance of written communications

1. Good and poor business statements
2. Proper sentence structure and when to start new paragraphs
3. Examples of legible, concise and clear written instructions
4 Proper handwriting techniques

C. Understands importance of proofreading

1. Proofreader's symbols
2. Proofreader's marks
3. Typed rough-draft copies containing proofreader's marks

D. Knows importance of reading comprehension

1. Business-news section of newspaper as basis of oral reports
2. Paragraphs for reading--evaluation

E. Knows importance of letter writing and composition

1. Letter forms and parts

2. Student typed examples of business letters

COURSE CONTENT FOR VOCATIONAL OFFICE EDUCATION CO-OP I

(Second Semester)

I. Income Tax (2 weeks)

Specific objectives:

To develop ability to prepare accurate tax returns in the current year and in future years
To understand the role of taxes in our society
To understand how government makes use of taxes

A. Becomes aware of our Federal tax system

1. Purpose of taxes
2. Use of taxes

B. Learns tax information needed on the job

1. Social Security Number
2. W-4 form
3. W-2 form, purpose and use
4. Tax liability

C. Prepares 1040EZ or short form

1. Examples of completed 1040EZ forms
2. Dividend and interest income
3. Tax tables
4. Separate or joint tax returns
5. Exemptions

II. Record Keeping and Math (4 weeks)

Specific objectives:

Specific objectives continued:

To develop basic clerical-computational skills common to the record keeping required in such office and sales occupations as cashier, sales clerk, stock clerk, payroll clerk, small business owner, general office worker, posting clerk and other entry-level clerical positions

To understand business forms and procedures used in keeping records

A. Develops basic skills of record keeping and basic math

   1. Names, numbers, and addresses

   2. Arrangment of numbers and dates

   3. Review of basic math functions

B. Understands importance of record keeping for cashiers

   1. Receipt recording

   2. Cash proving for cash register and daily report form preparation

   3. Bank deposits

C. Becomes aware of record keeping for banking

   1. Checks

   2. Balanced checkbook

   3. Endorsements

   4. Reconciled bank statement

D. Develops skills for record keeping for purchasing

   1. Stock record cards

   2. Purchase requisitions

   3. Price-quotation cards

   4. Purchase orders

E. Learns record keeping for a payroll department

   1. Time cards, computation and preparation

E. Learns record keeping for a payroll department continued:

2. Overtime

3. Social security taxes

4. Withholding tax

5. Record of employees' earnings

6. Payroll deductions

F. Learns record keeping for small business

1. Income statements

2. Cash receipts journal

3. Cash payments journal

III. Clerical Procedures (12 weeks)

Specific objectives:

To demonstrate efficiency and skill in performing routine tasks
To locate, assemble, and use a variety of information for projects
To prepare reports
To proofread accurately
To learn to use machines related to clerical tasks

A. Learns typewriting skills

1. Basic applications—letters, tabulated reports, and business forms

2. Word division, proofreading, and punctuation

B. Develops skills in use of office machines

1. Calculators

2. Reprographics

3. Dictation-transcription

a. Letters

b. Reports and other data

III. Clerical Procedures continued:

C. Learns mailing techniques and practices

1. Letter preparation for mailing
2. Distribution and collection
3. Collation
4. Packages
5. Envelopes and labels
6. Incoming mail procedures - Opening, dating, inspecting, sorting
7. Classification of mail

D. Learns filing

1. Alphabetic
2. Geographic
3. Numeric
4. Subject

E. Develops skills in telephone communications

1. Voice personality
2. Messages
3. Equipment
4. Calls - initiation
5. Mail log

F. Secures data

1. Telephone directories
2. Dictionaries
3. Office and company manuals

F. Secures data continued:

4. Secretarial and office worker handbooks

5. U. S. Postal Manual

6. ZIP Code Directory

G. Becomes aware of reference sources

1. Newspapers

2. Magazines

3. Maps

4. Atlases

5. Thesaurus

6. Library

H. Reviews mathematics skills

1. Basic

a. Addition

b. Subtraction

c. Multiplication

d. Division

e. Fractions

f. Decimals

2. Interest, discounts, sales tax, dividends, etc.

I. Understands financial and record keeping

1. Checks

2. Personal and business records

3. Business transactions

I. Understands financial and record keeping continued:

4. Basic use of automated data processing

J. Meets and Works with people

1. Personal appearance

2. Effective work habits

3. Good social rapport with others

4. Public relations

COURSE CONTENT FOR VOCATIONAL OFFICE EDUCATION CO-OP II

(First Semester)

I. Human Relations (3 weeks)

Specific objectives:

To know self better
To learn self-control
To be able to adapt to differing personalities
To develop a plan for self-improvement

A. Becomes aware of differing personalities as a factor in human relations

B. Gets along with others

C. Handles stress

D. Becomes aware of self-worth

II. Communications (3 weeks)

Specific objectives:

To develop listening skills
To improve weaknesses in speech enunciation and pronunciation
To give and follow directions
To be able to carry on conversation with all age groups
To convey understandable messages in writing

A. Understands importance of oral communication

B. Understands importance of feedback

C. Engages in word study

D. Develops listening skills

E. Writes letters and memorandums

III. Supervising and Managing Others (6 weeks)

Specific objectives:

To develop a sensitivity to the needs of others

Special objectives continued:

To develop an awareness of outstanding characteristics of others
To utilize different motivational techniques
To use the "Good Samaritan" rule when working with others

A. Learns how to make others feel important

B. Becomes aware of professional associations

C. Learns importance of motivation—key to success

D. Learns to say "no" politely

E. Uses tact in dealing with others

IV. **Planning and Organizing (6 weeks)**

Specific objectives:

To realize the importance of taking time to plan
To develop a system for all work
To promote good work habits
To make wise use of time

A. Plans—then works plan

B. Takes charge of a meeting

C. Develops agendas and takes minutes

D. Organizes committees

E. Makes reservations and arrangements

F. Follow-up

G. Evaluates

COURSE CONTENT FOR VOCATIONAL OFFICE EDUCATION CO-OP II

(Second Semester)

I. **Word Processing (18 weeks)**

Specific objectives:

To become familiar with terminology
To understand origination, development, distribution, etc., of work
To learn to analyze and "think" a problem through
To develop skills in proofreading, punctuating, and the correct use of grammar

A. Defines and understands terminology

B. Builds vocabulary

C. Understands work flow

D. Understands logging work

E. Studies cost analysis

F. Edits communiques

RESOURCE MATERIALS

Vocational Office Education Co-op I

Textbooks

Baron, Harold, Seinfeld, and Schultheis. Practical Record Keeping, 5th ed. Cincinnati: South-Western Publishing Company, 1981.

Bolt, Beramk. Transcription—Cassette Secretarial Practice Course. Cambridge: 1980.

Butterfield, William H. Effective Personal Letters. Englewood Cliffs: Prentice Hall, Inc., 1978.

Caldwell, Edward. Pegboard Payroll System. Cincinnati: South-Western Publishing Company, 1983.

Camp, Sue C. Developing Proofreading Skill. New York: Gregg Division, McGraw-Hill Book Company, 1980.

Cerney, J. V. Talk Your Way to Success with People. New York: Parker Publishing Company, 1978.

Conover, Hobart, Milton Berlye, and Sanford Gordon. Business Dynamics. Indianapolis: Bobbs-Merrill Educational Publishing, 1982.

Cornelia, Nicholas and William Pasewark. Office Machines Course, 5th ed. Cincinnati: South-Western Publishing Company, 1979.

Crank, Doris H., Floyd Grank, and Mary Connelly. Words. New York: Gregg Division, McGraw-Hill Book Company, 1980.

Crawford, James T., Lawrence Erickson, and Jerry Robinson. Century 21 Typewriting, 3rd ed. Cincinnati: South-Western Publishing Company, 1982.

Curchack, Norma and Patricia Parzych. Secretarial Training for the Changing Office. New York: Harcourt, Brace and Jovanovick, 1977.

Fisher, Robert and Dolores Kilchenstein. Intensive Clerical and Civil Service Training. Cincinnati: South-Western Publishing Company, 1978.

How to Use the Telephone Effectively (Better Secretaries Series). Englewood Cliffs: Prentice Hall, Inc., 1978.

Huggins, David. Mail—Postal Guide for Secretaries. Nashville: U. S. Post Office Department, 1980.

Textbooks continued:

House, Clifford and Kathie Sigler. Reference Manual for Office Personnel, 6th ed. Cincinnati: South-Western Publishing Company, 1981.

Kimbrell, Grady and Ben Vineyard. Succeeding in the World of Work, 2nd ed. Bloomington: McKnight Publishing Company, 1975.

Krey, Isabelle and Bernadette Melzler. Effective English for Business Communication. New York: Harcourt, Brace, and Jovanovick, 1978.

Lamb, Marion. Word Studies. Cincinnati: South-Western Publishing Company, 1971.

Luke, Cheryl and C. B. Stiegler. Office Systems and Procedures. Boston: Houghton Mifflin Compnay, 1982.

Oliverio, Mary Ellen and William Pasewark. Secretarial Office Procedures. Cincinnati: South-Western Publishing Company, 1982.

Russon, Allien R. Personality Development for Business. Cincinnati: South-Western Publishing Company, 1978.

Stull, William A. and Robert Ledlitz. Clerical Office Procedures. Cincinnati: South-Western Publishing Company, 1980.

Van Huss, Susie. Basic Letter and Memo Writing. Cincinnati: South-Western Publishing Company, 1981.

Curriculum Guides

Group Instruction for Co-operatvie Programs. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1978.

OEA Integrated into Business and Office Curriculum. (Activity Analysis for the OEA). Columbus, Ohio: Ohio Vocational Education Institute Labs, 1980.

Handbooks and Booklets

Co-operative Work Experience Manual (a handbook for students). Nashville: Metropolitan Public Schools, 1980.

Handbooks and Booklets continued:

Kushner, John A. and Helen J. Keily. How to Find and Apply for a Job. Cincinnati: South-Western Publishing Company, 1978.

Occupational Outlook Handbook. Washington: United States Department of Labor.

Tennessee Office Education Clubs—Chapter Handbook. Nashville: Tennessee Department of Vocational Education, 1980.

Tennessee Teacher Co-ordinator's Handbook. Nashville: State Department of Education, Division of Vocational Technical Education, 1980.

Understanding Taxes. Washington: Department of Treasury, Internal Revenue Service Publication, yearly.

Periodicals

Business Week's Guide to Careers. Norcross, Georgia: McGraw-Hill Publishing Company, (Semi-annually).

Career World. New York, N.Y.: Curriculum Innovations, Inc., (Monthly).

RESOURCE MATERIALS

Vocational Office Education Co-op II

Textbooks

Albertson, Dorothy, Simon Duchand, et.at. The Gregg Office Job Training Program. New York: Gregg Division, McGraw-Hill Publishing Company, 1978.

Caton, Joyce. Word Processing Procedures--Business and Office Education. Springfield: Milliken Publishing Company, 1980.

Green, Helen H., Margaret M. Sanders, and Eleanor Tedesco. The Secretary. New York: Gregg Division, McGraw-Hill Publishing Company, 1980.

Hanna, J. Marshall, Estelle L. Popham, Rita S. Tilton, et.al. Secretarial Procedures and Administration. Cincinnati: South-Western Publishing Company, 1978.

Jennings, Lucy M. Secretarial and Administrative Procedures. Englewood Cliffs: Prentice Hall, Inc., 1980.

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Mason, Jennie. Word Processing Skills and Simulations. Indianapolis: Bobbs Merrill Educational Publishing, 1979.

Reel, Rita. Exploring Secretarial Careers (Text-Workbook). Cincinnati: South-Western Publishing Company, 1975.

Stewart, Jeffrey R., Jr., Wanda A. Blockhus, Charles Reigel, and Betty Schroeder. Office Procedures. New York: Gregg Division, McGraw-Hill Publishing Company, 1980.

Note: Some materials are interchangeable and can be used with Co-op I and II.